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Stephanie Chantall Harrison
Brigham Young University

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Preservice Teachers Perceptions of Literature: A Study in a University

Spanish Literature Class for Future Spanish Teachers

Stephanie Chantall Harrison

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

Cherice Montgomery, Chair
Nieves Knapp
Brian Price

Department of Spanish and Portuguese

Brigham Young University

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ABSTRACT

Preservice Teachers Perceptions of Literature: A Study in a University Spanish Literature Class for Future Spanish Teachers

Stephanie Chantall Harrison
Department of Spanish and Portuguese, BYU
Master of Arts

This qualitative study gave insight on the benefits that a university literature course for future Spanish teachers could contribute to preservice teachers as part of their preparation program. Nine university students participated in this study as they were the ones enrolled in this first-time offered university literature course for Spanish teachers. Data were collected from pre- and post-questionnaires, journals, and course observations. The findings suggested that the preservice teachers grew in pedagogical content knowledge, literary content, resources and strategies, and felt an overall sense of preparedness to use literary sources in their future classrooms.

Keywords: university literature course, Spanish, preservice teachers

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TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
Chapter 1: Introduction	1
Chapter 2: Literature Review	3
The Importance of Literature	3
Feelings of Being Unprepared.....	4
The Divide in FL Teacher Education	6
Pedagogical Content Knowledge	8
Chapter 3: Methodology	12
Research Questions	12
Participants	13
Data Collection and Analysis	13
1.Pre-questionnaire.	13
2.Post-questionnaire.	14
3.Observations.	14
4. Journal Entries.	14
Data Analysis.....	15
Chapter 4: Findings.....	16

Pedagogical Content Knowledge Growth.....	17
Pre-, During-, and Post-Reading Strategies.....	21
Preservice Teacher Reflection.....	29
Literary Content Growth.....	32
Course Outcomes.....	32
Life application.....	36
Resources and Strategies Learned.....	41
Changes in the Preservice Teachers' Attitudes and Feelings.....	17
Changes from Beginning to End.....	17
Texts the Preservice Teachers Enjoyed.....	19
Chapter 5: Discussion.....	46
Pedagogical Implications.....	46
Reading comprehension.....	48
Preservice Teacher Reflection.....	49
Modeling.....	50
Affect and personal relevance.....	51
The fusion of content and pedagogy.....	52
Limitations and Implications for Future Research.....	53
Chapter 6: Conclusions.....	55
References.....	58

Appendix A: Pre- and Post-Questionnaires	64
Pre-Questionnaire.....	64
Post-Questionnaire	68
Appendix B: Observation Protocol.....	72
Appendix C: Journal Entries.....	74

Chapter 1: Introduction

Foreign language (FL) teachers receive ample encouragement to use authentic resources in their classrooms. In other fields, the word “authentic” can be a loaded word that highlights how many people use stereotypes to decide if something truly depicts a certain culture or not (Orduño- Rincón, 2015). However, in the field of foreign languages and for the purposes of this study, the term “authentic resources” refers to materials that use natural and culturally appropriate language rather than using language that has been simplified for the benefit of language learners (Villegas-Rogers & Medley, 1988). One authentic resource that is highly valuable is literature.

Literature truly enhances the experience of FL students by giving teachers a valuable teaching tool to utilize in their classrooms (Schofer, 1990; Villegas-Rogers & Medley, 1988; Kramsch & Nolden, 1994). However, studies show that many teachers feel unprepared to use literature as an authentic resource in their classrooms (Haggstrom, 1992; Velez-Rendon, 2002; Graden, 1996). These feelings of unpreparedness come from many factors that seem to make teaching literature difficult, such as: linguistic difficulties due to vocabulary or other variables, a lack of cultural or historical competence to capture the full meaning of the text (Weist, 2004; Nance, 1994). Additionally, inadequate background knowledge, cognitive maturity from the students, other textual factors, as well as minimal teacher preparation for teaching literature in a FL classroom could play a role in teachers’ feelings of unpreparedness (Weist, 2004). All of these features lead to comprehension challenges for students, and typically teachers are not given the preparation they need to know how to address these challenges. Therefore, FL teachers are faced with multiple questions about how or when to use literature in their classrooms (Weist, 2004), and they must use skills that they may not have learned or fully developed yet (Saunders

& Ash, 2013). Many teachers resort to lecturing, not using the target language, watering down the text, or excluding literature from their teaching to mitigate the challenges that being underprepared can generate. When teachers resort to these methods, students may not receive the quality education they deserve. Consequently, the purpose of this study is to explore the factors that influence the extent to which FL preservice teachers' feel prepared to teach literature in a K-12 FL setting.

Chapter 2: Literature Review

The Importance of Literature

There are many benefits that come with using literature in all levels of foreign language teaching. When literature is included in the classroom, there are three primary benefits: contextualization, authentic use of language, and proficiency. To begin, learners are exposed to a contextualized way of seeing and using the language with literature. In other words, the language in literature is more closely related to what students may see in a real-world setting with native speakers (Swaffar, 1985). This authenticity has important benefits for learners. First, these features help language students understand how the target language is used by those who speak it fluently. Second, because literature and reading present grammar and vocabulary to the learners in context, this helps their comprehension and retention of these important language components. Lee and Pulido (2016) found that students increased their vocabulary particularly when reading topics they enjoyed, which also increased their retention of the new vocabulary words acquired. In a study by Kozhevnikova (2014), it was found that students who were exposed to more authentic resources increased vocabulary acquisition, understanding of idioms, and cultural awareness, all which increase language proficiency. Third, literature gives learners the opportunity to engage in highly authentic interactions about the interesting topics of conversation literature provides (Graden, 1996). In other words, literature offers support for language learners to speak in the target language instead of about the target language by giving them a variety of topics to discuss and a contextualized way of discovering the language (Frantzen, 2001; Moeller, 1992). This prepares learners to become critical readers and to use the target language to express their thoughts and opinions (Gómez R., 2015). Consequently, literature is a great resource for foreign language teachers (Kim, 2004) that provides ways for students to achieve a proficient

level of communication (Graden, 1996). However, regardless of the benefits of using literature in the FL classroom, reading is a difficult process in any language, (Sellers, 2000), therefore, teachers face a challenge when attempting to use literature in their classrooms. Due to this, many teachers report that they do not feel prepared to teach literature to their students (Peck, 2013; Tercanlioglu, 2001; Velez-Rendon, 2002).

Feelings of Being Unprepared

The feelings of being under prepared to teach literature that many FL teachers report stem from a lot of different factors. For example, most teachers feel that their job is to provide students with numerous opportunities to read and discuss a variety of materials, but it seems they lack instruction in effective practices for teaching literature (Graden, 1996; Wilbur, 2007; Wilbur, 2006). In other words, teachers could provide students with abundant opportunities to read and discuss, but if they are not sure how to aid their students' comprehension or facilitate a discussion, then those reading opportunities may not generate learning from the students. Furthermore, teachers tend to be largely concerned with student disengagement which may occur when students lack reading proficiency, vocabulary, or have difficulty comprehending the text because of minimal historical or cultural background knowledge (Graden, 1996). Having minimal experience with the target language and its cultural and historical contexts can make simple FL texts difficult to comprehend (Kauffmann, 1996). There is also the consideration that within one class there exist varying levels of ability and motivation (Kauffmann, 1996) which can present challenges for teachers as they try to engage all students in the reading process. Consequently, Copper (2001) advocated the use of various instructional strategies to support the needs of the varying levels of abilities and motivation that exist. Additionally, some scholars have suggested that pre-service teachers would benefit from exposure to teaching methods and

instructional strategies that support them in using literature in their teaching (Wilbur, 2007; Wilbur, 2006). Exposure to many instructional activities that allow teachers to give their students needed support may help teachers combat the challenges that come with using literature in the FL classroom (Tesser & Long, 2000; Ruiz-Funes, 1999; Zvetina, 1987). Nonetheless, studies have suggested that pre-service teacher training programs may not prepare teachers as effectively as needed (Graden, 1996; Peck, 2013; Tercanlioglu, 2001; Velez-Rendon, 2002; Wilbur, 2007; Tedick & Walker, 1995; Lang & Sims, 1990).

One study reported a pre-service teacher's feelings stating that other than a professional development methods course, she did not regard her education coursework as significant in any way because of the lack of methods course that supported her instructional knowledge for the classroom. She was skeptical of the ability of professional education courses to prepare future candidates for teaching because the focus on pedagogy was weak since she only had one methods course (Velez-Rendon, 2002). This student's perceptions are not unique. In a study of 108 Spanish teachers, Peck (2013) asked the teachers from varying backgrounds how many of their pre-service training courses were relevant to their teaching career. Sixty-seven teachers answered that fewer than four courses in their training programs had been relevant to their teaching career. Therefore, foreign language teachers can feel ill-equipped to include literature in their classrooms.

In a study about teaching reading, pre-service teachers of English as a foreign language were asked to rate how well they felt their training had equipped them to teach reading. A total of 51% reported dissatisfaction with their training. The pre-service teachers did not feel that they were great readers themselves, consequently, they rated the usefulness of their program low because it did not help them develop the knowledge and skills that are necessary for teaching

(Tercanlioglu, 2001). Additionally, in this same study, it was found that these perceptions and low ratings did not change as pre-service teachers advanced from the third to fourth year of their program. This suggests that as pre-service teachers advance in their programs, they are still not acquiring the necessary instructional strategies and confidence they need to adequately teach literature.

A related challenge in the teaching of literature in FL classrooms is that teachers often do not have the necessary methodology for transmitting reading strategies to their language students (Wilbur, 2007). Meaning the only literature teaching they may have experienced could have been in their own advanced university literature courses and consequently, they may not have an explicit understanding of how to apply various reading strategies into their own teaching. This indicates that although many teachers may be aware of reading strategies, they are not seeing how they can be applied in FL classrooms and benefit students. Thus, often teachers are not sure how to teach literature. Research suggests that two additional factors may be contributing to this problem: 1) a separation of content from pedagogy, and 2) a lack of pedagogical content knowledge (PCK).

The Divide in FL Teacher Education

There exists a separation of FL content and pedagogy in pre-service teacher preparation programs. This separation creates a divide which makes pre-service teacher preparation disintegrated (Ball, 2000). Therefore, when teachers step into the professional world, they may still lack the necessary skills to immerse their language learners in target language literatures that support their proficiency development. However, “teacher education throughout the 20th century has consistently been structured across a persistent divide between subject matter and pedagogy”

(Ball, 2000, p. 242). The same is true of foreign language teacher education. There seems to be a divide between learning the content (i.e., literature) and learning how to teach the content (i.e., pedagogy) since courses in most teacher preparation programs are divided up between content and methodology (Velez-Rendon, 2002; Tercanlioglu, 2001; Tesser & Long, 2008).

Most pre-service teachers at the undergraduate level generally take a multitude of literature, linguistics, and culture courses, but are only required to take one or two teaching methods courses. Most of these courses do not necessarily prepare pre-service teachers to select developmentally appropriate literatures that address the needs and interests of their students because these courses generally focus on teaching pre-service teachers the content, but no pedagogical practices to implement this content into their future classrooms. This may be due, in part, to the fact that the purposes of these two courses are viewed as being distinctly different. University literature and linguistics courses engage students in high level discussions about content for the purpose of their language development. By contrast, the primary purpose of methods courses is to expose pre-service teachers to instructional strategies that will improve their classroom instruction. For example, teachers can learn to use literature to encourage their students to speak in the target language instead of talking about the target language, and they can learn to present grammatical structures and vocabulary in context (Frantzen, 2001; Moeller, 1992). However, since only a few of these methods courses are offered, and since these courses must cover an abundant amount of material, professors cannot always spend the necessary amount of time on methodology for teaching literature. Nonetheless, even if the content and the pedagogy were integrated, some teachers may still not grasp the connections between both these resources.

Some teachers may not understand the relationship between the instructional strategies and the content they have learned. A large range of examples and practice need to be provided for pre-service teachers to understand how to fuse the content and instructional strategies together, and since there are only one or two methods courses, there is not enough time or practice for pre-service teachers to grasp how to do this. Some researchers have advocated that the study of literature come closer to practice to prepare preservice teachers to use content knowledge effectively in their work as teachers (Ball, 2000). Others have suggested that a reconsideration of curricula needs to happen to help teachers understand how to combine pedagogy with content (Byrnes, 1998). One important consideration in the development of new curriculum that might help teachers make the connection between instructional strategies and content is considering pedagogical content knowledge (PCK).

Pedagogical Content Knowledge

Pedagogical content knowledge is the combination of different pieces of knowledge that make up a teacher's base for instruction. "Pedagogical content knowledge represents the blending of content and pedagogy into an understanding of how topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1987, p. 8). It is a key factor in a teacher's development and growth because it helps further teachers' understanding of their students, the content, and the pedagogy to best support student learning. This growth happens as teachers learn to integrate their content and pedagogical knowledge into the context they are teaching (Ball, 2000). PCK is made up of many different components, such as: "knowledge and beliefs about the purposes for teaching a subject matter, knowledge of students' understanding of topics in a subject matter, curricular knowledge, and knowledge of instructional strategies" (Grossman, 1990, p. 8-9). PCK also

includes knowing what makes a subject or a topic easy or difficult, and knowing ways to make that subject comprehensible to others (Shulman, 1986a). In other words, pedagogical content knowledge is about taking content and pedagogical knowledge into the context being taught to best fit the needs of the learners.

Pedagogical Content Knowledge is needed in all content areas of teaching, but teachers do not always have a smooth transition as they head into the field of practice and try to integrate their content and pedagogical knowledge into their own contexts (Ball, 2000). In a study by Mitton and Murray (2015), pre-service teachers from different content areas such as math, science, social studies, physical education and art, took a literacy practices course titled “Literacy in the Content Areas” (p. 6) during their teacher training. The researchers conducted interviews with 16 pre-service teachers that had taken this course to determine how their PCK was developing as far as what they had learned in the literacy course and its application to their content areas. The researchers found that when these preservice teachers were able to make connections between how the pedagogical strategies learned in the literacy course enriched their students’ opportunities for learning, it meant that their PCK had grown and they were able to transfer what they had learned over to their own classrooms to strengthen their teaching. This growth in PCK helped to strengthen the preservice teachers’ teaching, and it happened regardless of the content area they taught. This indicates that PCK may apply to all content areas, including foreign language teaching.

Studies suggest that using PCK in the FL classroom strengthens instruction as teachers use their knowledge of content and their knowledge of pedagogy to meet the needs of their students. For example, a study by Watzke (2007) suggested that PCK for foreign language teachers happens as they change their perspective. Instead of viewing their teaching as a way to

maintain control of their students or the content, teachers began to see their teaching as a way for learning to focus on the students. In other words, as the teachers gained more experience teaching, they stopped focusing on themselves and instead they directed their attention to the goals they had for their students' learning. They began to realize that it was not about controlling the classroom or sharing the cultural aspects they loved, instead it was about the students' language progress and the instructional activities that help them reach proficiency. Through practice and reflection, the teachers came to this realization. This led them to select and modify instructional content to fit the needs of their learners.

Another study that looked at understanding foreign language teachers' practical knowledge, demonstrated that putting together pieces of previous instruction and experience led to making certain pedagogical decisions that enhanced teaching. The researcher gathered information from observations and interviews of three teachers of English as a foreign language. The focus was to look at how these teachers' experiences of learning English had influenced their teaching of English. Through the interviews it was found that all three teachers had made pedagogical decisions based on their prior experiences. For example, one teacher had experienced excessive oral correction when learning to speak English, therefore in her classroom she saves her corrections for the end of class or asks the student to repeat what he or she said as a way to encourage self-correction (Ariogul, 2007). This teacher showed an integration of content and pedagogical knowledge in knowing which student errors to correct and how to correct them. Additionally, she had pedagogical knowledge to understand students' need to practice speaking, but through personal experience, the teacher was also aware that students will not speak if they are over-corrected (Borg, 1998). With all this, a blending of pieces of knowledge or PCK was demonstrated that strengthened this teacher's classroom (Borg, 1998; Grossman, 1990). This

transfer of knowledge gained from experience into the classroom may generate growth in PCK (Grossman, 1990; Watzke, 2007).

PCK is a key factor in a teacher's development and growth because it furthers teachers' understanding of their students, the content, and the pedagogy to best support student learning. Pedagogical Content Knowledge is needed in all content areas of teaching, but teachers do not always have a smooth transition as they head into the field of practice and try to integrate their content and pedagogical knowledge into their own contexts (Ball, 2000). Moreover, some teachers feel that their professional preparation does not equip them for the realities of FL teaching and that their preparation does not explicitly support the development of PCK ((Velez-Rendon, 2002; Wilkerson, 2000). Additionally, most teacher preparation programs are divided between content and pedagogy (Velez-Rendon, 2002; Tercanlioglu, 2001; Tesser & Long, 2008). This can enlarge the difficulty of being able to blend the content, the pedagogy, and students' needs for best practices in a classroom. Therefore, a university course that combines content and pedagogy may speed the PCK growth of preservice teachers and enhance their pedagogical decisions for future use.

Chapter 3: Methodology

The purpose of this study was to identify which factors contributed to the degree to which FL preservice teachers felt prepared to teach literature in a K-12 FL setting.

In Fall semester of 2017, from the months of September to mid-December, there was a new class offered titled SPAN 435- Survey of Hispanic Literature for Spanish Teachers. This class met every Tuesday and Thursday for an hour and fifteen minutes. It focused on exposing preservice Spanish teachers to the literatures of Spain and Latin America, as well as helping students develop pedagogical resources and strategies for teaching these literatures in secondary school classrooms. This new course provided a unique setting for studying FL preservice teacher perceptions of literature instruction for K-12 classrooms. This study examined the attitudes, beliefs and factors that helped the preservice teachers enrolled in this course use literature in their future classrooms, by examining the following questions:

Research Questions

1. How prepared do preservice teachers perceive to be to teach literature at the beginning and end of the course?
2. How did the preservice teachers' beliefs and attitudes about teaching literature change from the beginning of the course to the end?
3. What factors influenced any shifts that occurred in the preservice teachers' thoughts or feelings about teaching literature?

Participants

The participants in this study were undergraduate students enrolled in SPAN 435 at a private, religious university in the western United States. They took this course the first semester it was offered, Fall 2017, from the Department of Spanish and Portuguese. Every student in this course was enrolled in the Spanish Teaching Major except one who was enrolled in the Spanish Teaching Minor; therefore, it was assumed that the students in this course were preservice teachers who would one day be working as in-service teachers in K-12 classroom settings. The total number of students enrolled was 9, 8 females and 1 male. They varied in ages and were at different points in the Spanish Teaching Major or Minor, therefore, they had all taken different required courses for the major or minor and had varying requirements remaining. All participants stated that they had little to no experience with teaching literature to K-12 learners prior to this course.

Data Collection and Analysis

Data sources consisted of a pre- and post-questionnaire, classroom observations, and journal entries. Each of these sources and their analysis is described in more detail below.

1.Pre-questionnaire. The professor administered a pre-questionnaire at the end of the first-class meeting through Qualtrics in order to decipher student's learning needs because this was the first time the course had been taught. The questionnaire contained prompts asking participants about the importance of literature in the FL classroom, the worries that preservice teachers might have about teaching literature, and the instructional reading strategies with which the preservice teachers were familiar. A link to the pre-questionnaire was distributed with instructions to complete the questionnaire online before the next class meeting. The researcher

used the information gathered from this pre-questionnaire to learn about students' perceptions, attitudes and experience with teaching literature (see Appendix A).

2. Post-questionnaire. An online post-questionnaire was administered during the last week of the semester through Qualtrics. The content of this questionnaire paralleled that of the pre-questionnaire, with the addition of several open-ended questions to gauge what the students felt they had learned throughout the semester. This data helped the researcher to assess changes in the attitudes and beliefs of the preservice teachers and to investigate the factors that helped these preservice teachers feel prepared to teach literature from the beginning of the course to the end (see Appendix A).

3. Observations. Throughout the semester the researcher attended the course each day it was taught and acted as observer-as-participant, observing the strategies the preservice teachers learned and their in-class commentary. The researcher used an observation protocol to take notes on the pre-, during and post-reading strategies modeled in class and the preservice teachers' comments and questions. The notes that the researcher took included jotting down the type of pre-, during-, or post-reading activity that was modeled in class and a brief description of it, and any preservice teachers' commentary that seemed relevant to pedagogy. The purpose of the observations was to help the researcher see what was happening in class and which things were influencing students' thinking about their own practice (see Appendix B).

4. Journal entries. The course syllabus required the preservice teachers enrolled in the course to produce eight journal entries reflecting on their experience, the content they learned during class, as well as any activities they may have learned or noticed and planned to use for readings in their own future K-12 classes. This journal assignment also required the preservice teachers to reflect on difficulties they had while doing the assigned readings and the strategies

they used to help themselves. Students were given the same journal prompt every two weeks to fill out as homework on a Word document and turn in online. The journals were filled out and turned in by eight of the preservice teachers bi-weekly throughout the entire semester, with there always being one preservice teacher who did not turn in a journal. The researcher used the information from these journal entries to identify the instructional strategies that participants acquired and how the preservice teachers were planning to incorporate them into their future classrooms. These journal entries also provided information about the extent to which participants were aware of their own reading difficulties and the reading strategies they most typically use, as well as whether or not they planned to use those same strategies to help their students (see Appendix C).

Data Analysis. The data sources were analyzed by the researcher using content analysis. The researcher read through the data and wrote key phrases in the margins to summarize main ideas. As the researcher reread through the data repeatedly, some of the key phrases evolved into themes for data analysis. The researcher then went through the data set again and coded individual passages according to the themes identified. The data analysis then proceeded as a qualitative analysis that attempted to describe the essence of each theme in depth. The themes are described in more detail in Chapter 4.

Chapter 4: Findings

The findings from this study answered the following research questions:

1. How prepared do preservice teachers perceive to be to teach literature at the beginning and end of the course?
2. How did the preservice teachers' beliefs and attitudes about teaching literature change from the beginning of the course to the end?
3. What factors influenced any shifts that occurred in the preservice teachers' thoughts or feelings about teaching literature?

Overall the findings suggested that the preservice teachers who participated in this study had a positive change in how prepared they perceived to be to teach literature from the beginning to the end of the course. Likewise, their beliefs and attitudes about teaching literature were positive also as they grew in pedagogical content knowledge and literary content. However, various worries about teaching literature remained constant from the beginning to the end as findings suggested that the preservice teachers still struggled with understanding how to make texts comprehensible for students and enjoyable. Additionally, some of the factors that influenced this shift in the preservice teachers' thoughts or feelings included texts they enjoyed, and different connections and experiences the preservice teachers had with multiple texts.

This chapter is organized according to findings that revolved around three major themes: changes in the preservice teachers' attitudes and feelings, pedagogical content knowledge growth, and literary content growth. All these findings are discussed in more detail below.

Changes in the Preservice Teachers' Attitudes and Feelings

Preservice teachers' feelings and attitudes changed from the beginning to the end of the course, mostly indicating that the preservice teachers felt positively and more prepared to use literature in their future language classrooms at the end of the course. Also, the preservice teachers' feelings and attitudes changed most in response to texts they enjoyed or that generated positive feelings within themselves.

Changes from beginning to end. Overall the changes when comparing the pre- and post-questionnaires were positive when it came to using literature in the FL classroom. For example, in rating the statement, "I feel confident in my ability to use literature in my future classroom", in the pre-questionnaire 11% of the preservice teachers said they agreed, while in the post-questionnaire 75% of preservice teachers agreed. Likewise, in the post-questionnaire one of the preservice teachers mentioned that the pre-reading strategies she gleaned from the course were helpful. She said, "*... I was able to grasp the sharp difference between having pre-reading activities and not having them. I will never forget the importance of this element!*" This suggested a change in her attitude toward pre-reading strategies and the importance she believed this strategy held.

Additionally, In the pre- and post-questionnaires, there was a question that asked the preservice teachers how prepared they feel to teach literature to K-12 learners that suggested some change in the preservice teachers. In the pre-questionnaire, 66% of preservice teachers said they did not feel prepared to teach literature, and 33% said they only felt slightly prepared. However, in the post-questionnaire, 50% said they felt slightly more prepared to teach literature and 50% more said they felt prepared to teach literature in a K-12 setting. One preservice teacher

said at the end of her post-questionnaire, *“I feel much better about it than I had before, especially with becoming acquainted with Hispanic and Latin-American writers.”*

Both in the pre- and post-questionnaires, when the preservice teachers were asked to rate their overall view of teaching literature and using authentic resources, the ratings remained similar between the pre- and post-questionnaires. The preservice teachers felt that literature and authentic resources were an important part of teaching a foreign language, for example, in the pre-questionnaire, 89% stated they agreed that using authentic resources was very important in a FL classroom. Likewise, in the post-questionnaire 100% of the preservice teachers strongly agreed to the same statement of using authentic resources. Furthermore, 100% of them agreed in the pre-questionnaire that literature provides a great resource for engaging students in communication in the target language. In the post-questionnaire 100% agreed to that same statement also. Therefore, their overall view of the value of literature in the FL classroom was positive and remained that way from the beginning to the end of the course.

There were three questions that asked the preservice teachers to rate what worries them most about using literature in the foreign language classroom. There were three worries that most of the participants rated as a top concern. First, most of the preservice teachers were worried about the students’ not understanding the literature in the target language and the complexity of the literature selections in both the pre- and post-questionnaires. In the pre-questionnaire 50% of them rated as their number one worry, and the remaining 50% rated it as their second or third biggest worry. However, in the post-questionnaire, 100% of the preservice teachers who filled it out said that the students not understanding the literature was their primary concern. The second aspect that worried the preservice teachers the most both in the pre- and post-questionnaires was that they felt the students would not have enough proficiency to have discussions in the target

language about the literature they read, with 78% in the pre-questionnaire rating it as one of their top three concerns, and 100% in the post-questionnaire rating it as one of their top three concerns. The third aspect that worried the preservice teachers was having their students get bored. In the pre-questionnaire, 63% rated it as one of their top 3 concerns, and in the post-questionnaire, 75% rated it as one of their top three concerns.

Texts the preservice teachers enjoyed. The preservice teachers found many literary texts that were interesting to them and suggested that they may want to use these texts in the future as they find ways to apply them into their teaching. For example, in the journals, comments were made such as, *“I really loved reading and watching slam poetry because it addresses stereotypes and issues that I am interested in.”* An additional preservice teacher said, *“I liked Misa fronteriza.”* Further comments stated, *“I really enjoyed some of the poems from Bécquer, because of how relatable they were.”* Finally, another said, *“These couple of weeks, I really enjoyed the reading.”* Taken together these quotes evidenced that texts preservice teachers enjoyed most were those that were relevant to their personal lives and interests.

Also, there were many texts that the preservice teachers stated in their journal entries they would use in their future classrooms. *“Yes. I would use Boda negra y La valentina. Boda negra would be good because the students would have an emotional response.”* Another said, *“I think that I would use ‘El rebelde de Morelos’ because it is a fun song that most students would understand.”* Another comment was, *“I would use ‘Los maderos de San Juan’”*. Thus, there were many texts that the preservice teachers were interested in using in their own teaching in the future. Most of the reasons they gave for this revolved around the affective responses they anticipated these texts would evoke from their students.

Additionally, how a text made a preservice teacher feel was one factor that motivated them to want to use the text with their students. If it made them feel like a successful reader, or they felt the movement of the work, they seemed to want to use the literary text. *“These texts are all about how you read them and how you feel the movement of the work. It is great!”* Another commented, *“I honestly wouldn’t ever use this in a secondary classroom, as I would have zero confidence in my ability to understand or explain it.”* Further comments stated,

“I would not use Trabajos del reino in a K-12 classroom. It is too complex both in language and in content for beginning students. Since I had a hard time with it, I can only imagine how difficult it would be for beginning Spanish learners.”

These comments show that if the preservice teacher felt comfortable or moved with the work they would want to use it, otherwise they did not have interest in using the literary work in the future.

Additionally, there were more comments that supported this finding from the journals. These preservice teachers mentioned not using the readings as they reflected on what they felt comfortable sharing with their students. For example, they stated, *“I also think that there are certain parts that I would skip, just because I wouldn’t want to discuss it in class.”* Another said, *“Because of my discomfort, I probably wouldn’t use it in its entirety.”* This demonstrated that affective factors were influencing their pedagogical decision-making, their desire to want to use a text or not depended on their connection to the text, success in understanding, or their comfort level.

In conclusion, the findings suggested that the preservice teachers seemed to feel more encouraged to use literature in their future classrooms from the pre- and post-questionnaires,

however, some of their concerns did not change from the beginning of the course to the end, such as their students not understanding the literature and the students not having enough proficiency to discuss the literature in the target language. Nonetheless, at the end of the course they all mentioned feeling more prepared to use literature than they had been at the beginning. Those changes were based mostly on whether the preservice teachers enjoyed the texts or whether those texts had generated positive feelings for them.

Pedagogical Content Knowledge Growth

All the data sources suggested a growth in pedagogical content knowledge in the areas of pre-reading and during-reading activities. However, the preservice teachers did not demonstrate any changes in their understanding or use of post-reading activities throughout the course. The findings also suggested that the preservice teachers engaged in reflection on many aspects of their experiences with the readings in class. Each of these findings are discussed in further detail below.

Pre-, during-, and post-reading strategies. There were four workshops conducted throughout the semester by the researcher for the preservice teachers by request of the course instructor. These workshops were conducted during class time on days when the course instructor was traveling for conferences. The researcher filled in for the instructor and focused these workshops on helping the preservice teachers with pedagogical approaches to teaching literature. The first workshop focused on the benefits of pre-reading strategies and text selection guidelines for choosing what texts to use in a K-12 FL class. The second workshop attended to specific examples of pre-reading strategies and the benefits of during-reading strategies. The third workshop engaged the preservice teachers in pre-, during-, and post-reading activities for a

technical version that was written of “’Twas the Night Before Christmas”. This was done to demonstrate to the teachers how pre-, during-, and post-reading activities can aid even fluent speakers in a language with a complicated text. The last workshop gave the preservice teachers another example of pre-, during-, and post- reading strategies but with a French text, to show the preservice teachers how one might use an authentic resource in a beginning level FL class. In consequence, the preservice teachers’ attention had been drawn to the areas of pre-, during-, and post-reading activities and their need when using literary works in the FL classrooms, particularly with K-12 students.

Pre-reading. First, data suggested that the preservice teachers felt they would have benefited from some pre-reading in order to better understand the texts from that week. Moreover, almost all of Journal #2 entries made mention of this fact. This suggested growth in their own learning of what would help them be more successful in understanding and analyzing the texts presented in class—an understanding that transferred into their thinking about their own students. For example, one preservice teacher said, *“I think that in order to help a class, you would need to use more pre-reading strategies to set them up for the stories and what they should be looking for.”* Another one stated, *“To help my students read this piece critically, I need to give them some pre-reading experience with the text.”*

In-class discussions. In-class discussions strongly impacted the preservice teachers because they noted that these course discussions functioned like pre-reading activities in that they improved their ability to understand the text. Comments from preservice teachers’ journals provided additional insights regarding the reasons for this. They mentioned that these discussions piqued their interest in the text and stimulated their curiosity about it. In other words, class discussions seemed to function as a form of pre-reading for the preservice teachers by helping

them to preview the text, by stimulating questions about the text, and by encouraging them to make predictions, as in these representative comments: *“I found the class discussion really interesting and I was motivated to go back and read through different parts that I hadn’t completely understood beforehand.”* This preservice teacher felt the desire to re-read the parts she had not understood, demonstrating piqued interest from a course discussion. Another preservice teacher stated:

“... I will also admit that I enjoyed them [the readings] more after having attended class than I did at the beginning. It’s more fun to ‘get it’ better after having class, but at the same time, I think I would be more excited to talk about the poems if we talked about them a little bit beforehand so that I ‘got it’ when reading it on my own and actually felt like I had something to contribute to the classroom conversation.”

This preservice teacher wanted to use pre-reading as a way to enhance her course participation in the discussions by previewing the texts before reading. An additional comment stated, *“We also talked about themes and words that we didn’t know very well. It was helpful to talk about all these things but I wish that we would have done so before we had to read it.”* The preservice teachers were seeing how pre-reading could aid their comprehension while reading, and commented specifically on the fact that the class discussions addressed holes in their prior knowledge which supported their comprehension. Last, another preservice teacher mentioned, *“I didn’t read before class, so it was like having a really good pre-reading. It made it much easier to read...”* This demonstrated how the preservice teachers, college students fluent in the Spanish language, were seeing the benefit of pre-reading even for themselves.

Prior knowledge and experiences. Making connections to prior knowledge and experiences was another important theme that emerged from the data analysis. For example, one

instance in which the preservice teachers used their background knowledge was found in Journal # 7 when a preservice teacher said, *“Without having much explanation beforehand it would have been hard to make the connection about what was happening in the work,”* thus suggesting that because the course instructor had given them some pre-reading knowledge about the literary work, it had been a lot easier to grasp. By contrast, this preservice teacher mentioned the consequences of not remembering the pre-reading activity:

“Once I was reminded of the historical context of Jose Martí in class after reading the poem, I found it quite easy to understand and was able to make more connections between historical context and the text itself. However, the night before while reading I did not remember the story of Jose Martí having cancer, so I did not have that historical context to help me read the poem.”

This preservice teacher needed to be reminded of Jose Martí’s story to aid her in making a deeper connection with the text and further her understanding. Again, this demonstrates the preservice teachers learning what background knowledge was necessary for their own understanding and what will be necessary for future students in K-12 classrooms.

Another preservice teacher mentioned in one of the journals a literary analysis she did while reading one of the texts at home that helped her read the text more critically. She noted that she had learned how to accomplish this analysis in a course she had taken previously. This revealed that the preservice teachers were making connections to things they had previously learned and how they could use those strategies to help themselves.

As the preservice teachers learned what strategies or activities would help them, they in turn were discovering what strategies and activities would help their students in the future. They

began to see how their future students would need more background information before they could-be asked to dive into a text, as they began to realize that they themselves needed more background to be able to read some of their own texts.

Last, overall the data revealed that the preservice teachers felt there was benefit to pre-reading strategies. In the post-questionnaire one of the preservice teachers stated, *“As someone who struggles with reading and reading comprehension, I greatly appreciate pre-reading strategies because it helps give me some confidence and excitement before sitting down to read a text. I hope my teaching can help students in similar circumstances.”* Noting that overall the preservice teachers regarded pre-reading strategies as beneficial to their learning and for their future students. The preservice teachers grew in pedagogical knowledge in terms of both pre-reading, and during-reading strategies as well.

During reading. When preservice teachers’ pre-questionnaire responses were compared with their post-questionnaire responses, there were indications that they already had a significant pedagogical knowledge base for during reading activities. The preservice teachers had mentioned multiple during-reading strategies in their pre-questionnaire, for example: summaries, story boards, character maps, annotations, and re-reading. However, in Journals #1-4, preservice teachers indicated that when they encountered difficult passages, they just re-read the text or looked up words. This suggested that they were not applying their pedagogical training to their own reading experience as students. However, in Journal #5, they began engaging in during reading activities that went beyond these two simplistic strategies. For example: summarizing chapters, making notes in the margins, engaging in discussions outside of class, and keeping a list of the characters while reading. Comments from preservice teachers’ journal entries in

Journals #5-8 suggested that by Week 10 of the course, they were beginning to recognize opportunities to use other during reading activities to support their own reading. For example:

“I made notes on the margins. Examples of my notes: ‘Why capitalized?’, ‘weird inserts in parenthesis’, ‘importance of names’.” “I would read it out loud. Then I would identify the characters of the work and circumstances. Also, I would identify the connection of the text with the reader in order to understand the message of the literary piece.”

The preservice teachers also began to notice features of during-reading on their own, for example, one student mentioned the following:

“As a teacher, I would give my students a specific task to work on while reading the text so that they could feel at least a bit accomplished. Honestly as a student having no warning of how difficult this poem would be, I finished my homework feeling dumb and totally clueless...I would also give my students tasks such as ‘while you read, circle the colors you find and underline the musical elements you hear.’”

This preservice teacher, after experiencing feelings of failure, wanted to give her future students something to feel successful with and she wanted to give them purpose while reading. This suggested growth in pedagogical knowledge as she realized what would be helpful for her and how she needed and wanted to help her future students feel and be more capable. This preservice teacher was beginning to have an internal dialogue with the text as she engaged herself and monitored her own comprehension while reading. Another preservice teacher stated, *“I also organized and tried to put together who was who. For K-12 Spanish language students I would definitely give them a list of characters and how they are all connected.”* This highlighted that the preservice teachers were becoming more active readers as they tried to organize key

information. Further comments said, “...*I took the time to think about them [the poems], and I discussed their themes with my husband.*” The preservice teachers became more critical readers as they discussed themes with others and thought about them. In addition, someone else stated, “*On my own, I tried to summarize each chapter in one sentence once I finished reading it. This allowed me to go back to the text and look for key aspects that I had missed or forgotten.*” Again, this revealed the engagement of the preservice teachers during their reading and continued to demonstrate that they were becoming critical readers as they re-read the text for missing elements and summarize key information.

The previous comments showed growth in the pedagogical knowledge as the preservice teachers connected two separate pieces of knowledge together, the content and the pedagogy, to enhance their own learning. The preservice teachers used pedagogical during-reading strategies to improve their comprehension and engage themselves with the text. Likewise, they reflected about how it helped their own learning by writing in their journals, which encourages teacher development (Tedick & Walker, 1995).

However, only a couple different during-reading strategies were mentioned in the post-questionnaire: compare and contrast, order events, and diagrams. Therefore, this may indicate that these strategies were those that the preservice teachers found most useful. It is also possible that the preservice teachers did not acquire many new during reading strategies in this course, and that because these particular strategies were new to the preservice teachers, these were the ones they thought to mention. Nonetheless, the data indicate that the preservice teachers did apply the during reading strategies they were familiar with while reading texts in this course.

Post-reading. Overall for post-reading, data sources provided evidence that the preservice teachers were growing in knowledge of various post-reading activities such as: creative production, and debates.

One of the activities for post-reading that was mentioned repeatedly in the data sources was creative production. In Journal #8, one preservice teacher said, *“I could see an expansion activity of discussing Corridos and having the students create their own corrido.”* Thus, this participant was going to engage her future students in creating their own corrido, showing that she was thinking of a creative post-reading activity for her students. Moreover, many of the preservice teachers mentioned in different journals that they wanted to act out parts of the texts as a post-reading activity they would use with their future students for multiple readings. One said, *“Acting out would reinforce the things that students learned from the reading. Also, they would be able to practice Spanish. They can use one event of the reading, and in a creative way, they can invent their own version of the text.”* Another stated, *“I chose acting out parts of the text because that’s just fun. And I think there would be a lot of males in the classroom excited to act out some of the violent or more action-filled scenes.”* Again, demonstrating that creative production was a post-reading strategy the preservice teachers wanted to use in the future.

The preservice teachers mentioned over again in their journals the use of debate as a post-reading strategy. *“This would definitely be a great topic to start a class debate with. Maybe posing the question...what should be done to prevent migrant deaths that occur while crossing the US-Mexican border?”* Furthermore, another journal entry mentioned, *“There are probably several activities that we could do, but for some reason, debating drugs is the main thing that is coming to mind now.”* Therefore, their use of debate activities was another demonstration of the preservice teachers’ growth in post-reading activities.

However, in one of the journals, one preservice teacher said the following about post-reading,

“I’m honestly not quite sure about this one. I feel like you could compare modernism with European vs. Latin American, but at the same time, I don’t know how effective that would be. I don’t think there is much to debate, and acting out is fun, but I don’t think it really helps comprehension of the text.”

This comment showed that this preservice teacher believed post-reading to be about helping with comprehension of the text instead of a way to help carry the text further and apply it or analyze it. Thus, demonstrating a misconception in the area of post-reading.

Additionally, in the post-questionnaire, preservice teachers did mention a few post-reading strategies they had not mentioned in the pre-questionnaire: having the students act out what they had read, having a debate around a theme in the text, and relating to the genre or culture. This suggested that these activities were gathered throughout the semester while the students were enrolled in the course or as they grew in knowledge of different post-reading activities.

Preservice teacher reflection. The preservice teachers also grew in pedagogical knowledge as they reflected in their journals on many different aspects of their experience with the readings and in class, including: what was difficult, what stuck out to them, what they enjoyed, and what they would change in their future classes, etc. Journaling seemed to help them to think about and make predictions on how they could enhance reading experiences for their

students. For example, in Journal #3 students had been reading Caribbean poetry and listening to popular Caribbean music, one of the preservice teachers stated,

“Music and poetry are incredibly intertwined with culture. It’s very hard to appreciate music or poetry without understanding and appreciating the culture that it comes from. For example, La música popular caribeña comes from a culture with a lot of African-Latino influence. Without understanding the cultural context, it is very difficult to understand the music.”

As this preservice teacher reflected on the readings of that week, he learned the importance of a cultural understanding, thus helping his pedagogical knowledge.

The preservice teachers also began to reflect on what they would change in their own classrooms or when they would introduce an activity, for example, one preservice teacher mentioned in Journal #3,

“I would do something similar to what the professor did in explaining the author and source of text. However, I would do this before introducing the text so that students have a context for understanding it.”

This demonstrates growth in pedagogical content knowledge because it shows that the preservice teacher noticed the effectiveness of discussing the source of text and the author, recognized its applicability to her own classroom, and demonstrated pedagogical decision-making as the preservice teacher explained how she would reposition the activity in the context of an instructional sequence in order to maximize its impact on her own students.

Additionally, students mentioned to the course instructor, during one of the observations, that some pre-reading would benefit them and help them capture more meaning from the

readings. This evidenced that preservice teachers were recognizing the pedagogical value of pre-reading activities, that they saw a clear connection between pre-reading activities and their impact on reading comprehension, and that the preservice teachers were actively reflecting on their own learning experiences in class.

After one specific class where the preservice teachers read a text that had some sexual connotation, the preservice teachers asked the course instructor if this type of text would be appropriate in a secondary school setting since it highlighted some controversial topics. The preservice teachers and the course instructor engaged in a meaningful discussion on this topic, suggesting a lot of reflection from the preservice teachers about what type of texts they could or would use in the future and the impact these texts could have on their future students. The discussion suggested serious thought on the preservice teachers' part because it demonstrated that they saw the value in these readings and they were truly concerned with the strong content and how they would appropriately engage their future students in readings with such content. Also, in the following class observation the preservice teachers had some more questions about teaching difficult content in their future classes about how to present the topics in appropriate ways or how to deal with parents, which shows continual reflection even after they had discussed this topic before.

In sum, the data demonstrated that the preservice teachers grew in pedagogical content knowledge in the areas of pre-reading and during-reading activities, and in their abilities to select instructional approaches to the use in their future classrooms. However, the preservice teachers did not demonstrate much growth in pedagogical content knowledge regarding post-reading activities throughout the course. Additionally, the data suggested that the preservice teachers

were thinking about what would be helpful for themselves as readers, and in turn, thinking about what would be helpful for their own students in the future.

Literary Content Growth

The data sources suggested a lot of literary content growth on behalf of the preservice teachers, suggesting that the course fulfilled its main purposes, as identified by its intended outcomes stated in the course catalog: differentiate among contexts, interpret texts, and identify embedded cultural elements. The overall outcome of the course was to have the preservice teachers deepen their understanding of the literature and literary analysis and there was great demonstration through the data sources that they truly did that in this course. Sub themes that emerged from the data were: course outcomes, life application, and strategies and materials learned from the course.

Course outcomes. All data sources evidenced that the preservice teachers grew in content knowledge as they deepened their understanding of the texts through learning more about various literary movements, cultural perspectives, and historical facts.

In their journals, all the preservice teachers at one point or another commented about the elements of modernism, romanticism, and noted that they were picking up features on their own as they read at home. Their journals showed that the course helped the preservice teachers deepen their understanding of what they read. Even when what they read was simple and they had understood the basic meaning on their own, coming to class helped further that understanding. Comments were made such as, *“I learned the symbolism behind the stage direction of giving the sign of the cross...in class I came to understand the deeper meaning of it.”* Another preservice teacher stated, *“He (the course instructor) made me work to understand*

it rather than just give me the answers. He also drew on the board to help us understand better and this really helped me because I am a visual learner.” Moreover, a different preservice teacher said, *“This whole class discussion was a very effective way for approaching the texts. Also, the professor explained some of the cultural references such as ‘sancocho’, which was very helpful for gaining an even deeper understanding of the texts.”* Additionally, *“From class while discussing with a partner, I discovered a new meaning for the verse about ‘el águila herida’.”* Finally, *“[From the class experience] I learned a lot of cultural context, not only about the author but also about how this text compares to others of the same time period in Mexico.”* Therefore, these comments demonstrated that the course exhibited a variety of strategies to help the preservice teachers further their understanding of the texts with course discussions that delved into cultural allusions and religious symbolism, that required active student participation, and that were supported by visualizations.

From the class observations it was also clear that the instructor was guiding the preservice teachers to an increased understanding of the texts. The preservice teachers looked at texts through different approaches, learned to structurally analyze poems, recognize elements of different literary movements, and they learned about the various contexts in which these literary movements emerged.

Furthermore, as was demonstrated by the course observations, before discussing most writers and their works, the preservice teachers were given background on the author and their life, both as supplementary reading and in class time before moving on to discussing the literary text. Thus, the course instructor contextualized the readings by providing information on literary movements, historical background, and biographical information regarding the author. For example, when discussing the author Nicolas Guillén, the literary movement, Modernism, was

presented in detail by the course instructor and a comparison was made with Modernism in the United States as opposed to Modernism in Latin America. Also, when the preservice teachers were learning in class about Federico Garcia Lorca, the course instructor gave them an explanation of the Spanish Civil War, since this was necessary for a deeper understanding of “Romancero Gitano.” Additionally, when learning about Jose Marti’s “Versos sencillos”, the course instructor gave the preservice teachers background on Jose Martí, his life, and his symbolic death.

Thus, preservice teacher journals indicated these items were helpful in achieving course outcomes by helping them further their knowledge and understanding, for example, preservice teachers said, *“I learned that even though a text may not be pleasing to me, it has intrinsic value (if nothing else to teach me what modernism can be like and to be more culturally aware).”* Additionally, *“[I learned] the elements of modernism.”* Likewise, *“I learned a lot about modernism and what seemed to be important to the poets as well.”* Another said, *“I learned about ‘vanguardias’. This style attempts to create something original.”* Finally, *“I learned from the class the historical and cultural background that influenced the author to write these poems.”* Again, these comments were evidence that the preservice teachers deepened their content knowledge as they discussed literary movements, and cultural and historical backgrounds.

Additionally, the course instructor provided support during individual class sessions, such as collective analysis of a poem, during one of the observation a preservice teacher was selected to write the rhyme of a poem on the board as the rest of the class helped her, thus helping them all analyze the structure of the poem with the course instructor’s help. The preservice teachers were able to write the rhyme almost without any help from the professor, demonstrating their

content knowledge growth as they gained confidence in analyzing poems. Thus, the structure of the course appeared to be fundamental to the success of the preservice teachers enrolled in it, which was evidenced by the fact that the preservice teachers were able to write the rhyme without help, further their knowledge of literary movements, and their understanding of the texts they were reading.

Finally, post-questionnaires indicated that the preservice teachers felt the course had helped them in three ways: 1) helping them to identify texts for future use in their own classrooms 2) providing them with content knowledge about literary works 3) modeling pedagogical strategies they could apply in their own classrooms. For example, some of the preservice teachers stated in the post-questionnaire,

“More than anything, I think that the large selection of texts that we looked at will give me a very good place to start when sharing texts with my students. I liked that most of what we studied was poetry, as I feel that is the most accessible for early learners because of its shorter length.”

Furthermore, *“In some of the professional development workshops, I was able to grasp the sharp difference between having pre-reading activities and not having them. I will never forget the importance of this element! As someone who struggles with reading and reading comprehension, I greatly appreciate pre-reading strategies because it helps give me some confidence and excitement before sitting down to read a text. I hope my teaching can help students in similar circumstances.”*

An additional comment stated, *I feel fairly well prepared to teach literature to K-12 learners. I know of a lot of texts that will be good in the K-12 setting, and I have*

thought out ways to teach some of the key pieces of literature I learned about in this course.”

In short, the preservice teachers gained an extensive literary content knowledge, strategies for their future classrooms, and a plethora of literary resources that they will be able to use in the future.

Life application. The course instructor tried to help the preservice teachers connect the literature to their own lives and he did so in ways that were meaningful and relevant. He used texts that addressed interesting and controversial social issues such as feminism and immigration, by connecting texts to personal relationships in their lives, and by sharing personal experiences.

First, there were many texts that easily lent themselves to life application because the topics they covered were controversial and relevant to today’s world. For example, when the preservice teachers read “El árbol” by Maria Luisa Bombal, the class discussion focused on feminism and a lot of the preservice teachers participated and shared their thoughts on the topic as they seemed thoroughly engaged. Additionally, reading “Misa fronteriza” lent itself to discussing the topic of immigration and the preservice teachers mentioned the desire to use authentic texts like the ones they saw in this course because they would be able to discuss topics that are relevant to today’s world. They said,

“The US-Mexican border (and other borders, whether they be political, social, economic...) are an important topic of discussion right now. After reading “Misa fronteriza”, we would talk as a class about the issue of borders. I would make sure that the students felt comfortable expressing their thoughts about the topic.”

Another commented, *“I would use this text in my K-12 classroom...to engage my students in a discussion about immigration.”* Plus, *“These texts bring up important issues that I would have my students talk about.”* Last, *“In discussing cultural perspectives and making comparisons, it would be great to extend the conversation to include other philosophical, geographical, social, religious, cultural borders that exist in our lives.”* Therefore, these comments evidenced that the preservice teachers engaged in relevant topics and had a desire to engage their future students in topics like these.

Furthermore, the course instructor supported the preservice teachers in connecting the text to life, generally and personally. Thus, a lot of the students had various comments in the journal entries about how life applications are important and will be important for their future students as well. As the preservice teachers began to see how these readings could be applied to their own lives and how they were replete with historical, cultural, and societal contexts, they felt they could and should talk about history, culture, and society more in their future classes and as part of their pre-, during- and post-reading strategies to help their students.

In their journal entries, students began to make a lot of comments about the historical, cultural, and societal contexts they were learning and how to incorporate them into their own classroom instruction someday. One preservice teacher said, *“This is a great source for teaching culture and global perspectives.”* This preservice teacher found a great resource to help her future students learn about cultural and global perspectives. Another said, *“...I think there’s a lot of cultural content...and in the discussion of the border, and what it means, what it symbolizes, and how the perspective is different on both sides of the line.”* This demonstrates that the preservice teachers were focusing on global perspectives of other communities as they made deeper connections with the text. An additional comment mentioned, *“This poem is a*

springboard for so many different topics, such as independence, liberty, heroism, and solidarity.” All of these comments, taken together, suggest that the preservice teachers were recognizing the conceptual underpinnings of the texts, and that such concepts could become valuable organizing tools for curriculum that addresses social issues and invites personal action. Another said, *“I would use it not only to help students understand the prominence of Catholicism in Spanish-speaking countries, but also to engage students in a discussion about immigration.”* This demonstrated the cultural knowledge and perspective this text could bring to a classroom. Additionally, *“The main reason I would use it in my classroom would be to start a discussion about borders and encourage my students to cross borders.”* Again, demonstrating the multiple discussions certain texts can encourage in the classroom. Last, someone stated, *“I would use them to help my students think more critically about the concepts of identity and racism. I would help them as individuals question their own assumptions and come to have empathy for others’ experiences.”* This evidenced that the preservice teachers were seeing ways they could help their future students learn various perspectives through literature. Therefore, the preservice teachers’ commentary focused a lot on the important issues that the literary texts they were reading presented and how they would enjoy presenting these topics to their future students and help them connect the text to relevant themes.

Throughout the class observations there was always a point brought up that encouraged the preservice teachers to think about how the literary work could be applied either to their personal life, to current events, or to any type of life application. For example, when the preservice teachers read “Martin Fierro” by Jose Hernández, they were encouraged to connect texts they read to the current political situations of the time. Moreover, the preservice teachers were also asked to connect “Martin Fierro” and the language used in the text to the

distinguishing linguistic features of people from different areas because the language in “Martin Fierro” was used intentionally to create a certain type of character. The preservice teachers loved this activity and the discussion really took off as demonstrated through the reactions they had in class that the researcher observed. These reactions included a sense of excitement and enthusiasm as demonstrated through the preservice teachers’ desire to share their examples of linguistic differences as they suddenly all had a comment they wanted to share and get across to the instructor and the class.

On numerous occasions during the course observations, the course instructor attempted to help the preservice teachers recognize the relevance of literature to their personal lives. For example, during an observation, the course instructor took the last few minutes of class to explicitly explain to the preservice teachers how to make literature personable to their future students’ lives and the importance of doing so. On another observation, the course instructor shared with the preservice teachers how literature has changed his life, and on many observations the course instructor shared stories about his children and how his feelings during the various situations related to certain texts. While discussing “Los maderos de San Juan.” The course instructor discussed a strong emotional component with the preservice teachers as he related the grandmother and grandchild in the poem to any paternal relationship and the fears that can come from watching someone you love grow-up and not know what his or her future holds. While the course instructor was sharing this life application the class was very still and quiet as they listened to the life connections. Through many of the other course observations the preservice teachers were quiet and thoughtful, suggesting this may have helped the preservice teachers see the powerful impact that literary texts can have to one’s life and may have helped them connect the texts to their own lives. In Journal #1 a preservice teacher said,

“As our teacher said, sharing personal experiences with your students can be hard and scary. I am a big cry baby, so I would have a hard time opening up to my class and sharing something about my feelings and my life. However, those moments are what I most remember from my teachers throughout the year! It makes the learning we do in class so much more meaningful when I can feel that it has personal meaning for my teacher.”

During one class period, the course instructor invited the preservice teachers to discuss a piece of literature in which the Greek figure, Tantalus, was mentioned. The instructor provided the class with background information about Tantalus, to which one student had this reaction:

“After the professor brought up the information about Tantalus, it became very real and applicable. It made me think about ways that I can help my students apply the literature to themselves and their situations.” As the preservice teachers saw how literature could lend itself to life applications and how that impacted them, they saw that it could affect their students and how they could use this in their classrooms.

Lastly, during all of the course observations, the course instructor connected the literary text to the author’s life. For example, during the discussion of Alejo Carpentier’s “Los pasos perdidos”, the course instructor explained to the students the importance of *Symphony No. 9* in the Alejo Carpentier’s life since this short story talked about this symphony. Thus, seeing how the literature was always applicable to the author’s life as well, and helping the preservice teachers continue to make connections. Moreover, the simple fact that each class began by the course instructor explaining the movement and what the author was trying to do with each text means that the course instructor was guiding the preservice teachers to an understanding that

literature is always connected to life and always connected to the author's life and can also be connected to their own personal lives or their future students' lives.

Even though the course instructor used a variety of different techniques, each one contained an element of cognitive challenge and was very emotionally engaging for the preservice teachers as the instructor addressed interesting and controversial social issues, connected the texts to personal relationships, and shared personal experiences. The examples showed that this had an impact on the preservice teachers and motivated them to want to create the same type of experiences and discussions in their future classrooms.

Resources and strategies learned. The course instructor modeled a diverse array of strategies for preservice teachers that engaged them intellectually, emotionally, and socially. A careful analysis of these strategies revealed that they tended to serve three major purposes: 1) They made abstract concepts more concrete or personally relevant by asking learners to do something interactive. 2) They recontextualized the literary work in question to make it more accessible. 3) They developed critical thinking skills in the context of literature through interactive activities such as summarizing, synthesizing, and literary analysis.

Concreteness and personal relevance. For example, in one of the class observations, the course instructor directed an activity where he showed students a stick figure and had them turn the stick figure into what a Mexican person looks like. This activity helped the course instructor to bring up stereotypes and then move on to discussing the Mexican Revolution making an abstract concept, like stereotypes, more concrete and personally relevant by asking learners to do something interactive. On a couple of occasions during the course observations the course instructor drew character diagrams on the board or other visual representations for the preservice

teachers to be able to make sense of the text they had read. This is another strategy that that helped make the concepts more concrete for the preservice teachers.

Recontextualization. As aforementioned, the instructor recontextualized the literary work to make it more accessible by making multimedia comparisons to works from other genres or time periods. For example, the preservice teachers read a poem from the 1800s that had been adapted into a heavy metal song. Also, when the preservice teachers were learning about poems of the Romanticism era, the course instructor connected those literary works to the blues. The preservice teachers watched Albert King's "Blues Power" and the instructor connected this to what they were learning. Similarly, after reading "Versos sencillos" from José Martí, the instructor began class by showing the famous "Guantanamera" song. The preservice teachers were instructed to listen to the song and look for the verses from the poem that are included in the song and to think about why those verses were included. These multiple mediums engaged the preservice teachers and made the text more accessible for them by helping them to make connections between poetry and music.

Also, the preservice teachers were at times asked to read the poems out loud and discuss the rhythms, particularly when reading poems by Nicolas Guillén. Additionally, also while discussing Nicolas Guillén, the class participated in reciting different parts of the poem "Sensemaya" at the same while following the rhythm of the poem. The preservice teachers' reaction was extremely positive, as demonstrated by their reactions such as laughing, high engagement, and participation. They mentioned in their journals wanting to recreate the same experience in their own classrooms one day. *"I would have them do this with one reading the repetitious chanting part in order for both to understand the rhythm and flow of the poem."* Another mentioned, *"I especially liked chanting "Sensemaya"."* Last, *"This would definitely be*

a fun poem to recite together as a whole class with my own future students.” Therefore, this work was made more accessible to the preservice teachers by allowing them to perform the poem themselves. This interactive activity made them want to recreate this experience in their own classroom.

In general, when the preservice teachers were reading poems for class, especially the Caribbean poems, they showed an appreciation for reading out loud at home because it was something the course instructor had taught them. They saw how it helped them connect to the text and enjoy the reading experience and they mentioned it with only positive commentary. One of the preservice teachers said, “...*but mostly it is just important to feel the music and experience the rhythm that each of them (poems) creates.*” Another mentioned, “*It’s so important that students don’t just sit there reading the poems quietly to themselves.*” This suggests that preservice teachers were gaining an increased understanding of certain literary texts and what the best practices may be for those texts, something they learned from the strategies used by the course instructor during the course experience.

Critical thinking skills. Furthermore, the preservice teachers developed critical thinking skills in the context of literature through interactive activities such as summarizing, synthesizing, and literary analysis. For example, during another observation, the course instructor had the preservice teachers summarize a short story they had read in 5 sentences with their partner. Later, the entire class had to summarize the short story by taking turns saying only one sentence at a time to describe the plot. This activity helped to develop preservice teachers’ critical thinking skills by helping them link and summarize the main ideas of the text.

Also, from the first day of class the course instructor was guiding the preservice teachers to think critically about what they were reading by challenging them to write a sad story using

only four words. This suggests that from the beginning, the preservice teachers were being set up to become capable of analyzing texts, to think about what texts are, and to consider how they thought about literary works. The second day of the course, the instructor had the preservice teachers analyze a painting and discuss their thoughts in partners, further demonstrating how the activities the course instructor used for the preservice teachers developed critical thinking skills in the context of literature through interactive activities. Additionally, during one of the observations, a preservice teacher was selected to write the rhyme of a poem on the board as the rest of the class helped her, thus helping them all analyze the structure of the poem with the course instructor's help. The preservice teachers were able to write the rhyme almost without any help from the professor, demonstrating the literary analysis that the preservice teachers were able to engage in.

Preservice teachers mentioned that these strategies helped them to understand the literature better, made class more enjoyable, and that as a result, they thought they were effective and wanted to try these strategies in their own classrooms. For example, *"I would use it because it's an easy read and it's fun to use these readings as chanting, like we did in our classroom."*, Another stated, *"I would use the same strategies [the professor used] to help students to reach the same understanding that I got."* Additionally, *"I would use it in the same way that I learned in my class."* Another preservice teacher said, *"I learned from the professor's presentation...also the presentation of the videos during class, was another way to learn how passionate the poets are when they recite their work."* Finally, *"The analysis in class brings more understanding of the readings and makes the experience more enjoyable."* Thus, the data indicates that in addition to teaching literary content, the instructor modeled a diverse array of engagement strategies that mediated preservice teachers' thinking and effective responses to the literature in ways that

enabled them to achieve the learning outcomes of the course. In sum, this course fulfilled the course purposes, and although the content and the structure of the course are clearly important in facilitating preservice teachers' learning, modeling, personal experience with the strategies, and opportunities to reflect on those experiences seem most promising to facilitate transfer into the ways that preservice teachers think about their future practice.

Chapter 5: Discussion

The next sections of this chapter will be organized according to the following themes: Pedagogical implications, limitations, and suggestions for further research. This chapter will discuss implications suggested by the findings for both teacher preparation and future research.

Pedagogical Implications

The pedagogical implications include the importance of pre-reading and developing background knowledge, as well as the importance of reading comprehension, preservice teacher reflection, modeling, affect and personal relevance, and the fusion of content and pedagogy. These are discussed in further detail below.

Pre-reading and background knowledge. The importance of background knowledge was a tool that the preservice teachers were reminded of in this course. They received a lot of background knowledge from their course instructor. This background knowledge information was presented at the beginning of each class period after the preservice teachers had read the assigned texts on their own. Therefore, the preservice teachers were given the necessary background knowledge prior to heading into a class discussion to help them discuss understand the texts they were reading in more depth. However, the preservice teachers frequently mentioned that they felt these activities would have been more helpful to them had they been given prior to the reading assignments, and then discussed in greater depth after they had done the reading. Even if the purpose is not to discuss the texts in depth, this is consistent with research on reading comprehension, which suggests that it is important for students to have some background knowledge information about the topic of the text in order to be able to understand what they are reading (Stevens, 1980). This implied that preservice teachers were recognizing

the pedagogical value of pre-reading activities, that they saw a clear connection between pre-reading activities and their impact on reading comprehension, and that the preservice teachers were actively reflecting on their own learning experiences in class. This implies that a course of this sort helps the preservice teachers see the value and importance of pre-reading strategies and its components. Through their own experience and because of the background knowledge information provided by the course instructor (which included, historical, cultural, and societal contexts, as well as literary movements), perhaps they were able to see how fundamental and important this tool can be. This means that it may be beneficial to preservice teachers to have their professors help them see the benefit of pre-reading and background knowledge.

Furthermore, because the preservice teachers were given a plethora of information to help them understand the literary texts, this could suggest that those in the teaching profession do understand what their students need inherently, but, perhaps, they do not always understand when their students may need it. Thus, implying that a course like this one could help preservice teachers understand in more depth what their students may need and how they may need to better prepare them to meet those needs. However, as research suggests, if we want our students to have an experience or be looking for something while they read a text, these type of examples, because they are incredibly beneficial, they need to be done before students engage with the text as to give them direction (Barry & Lazarte, 1995). A class of this sort allows preservice teachers to see the value in the strategies that research has suggested work and as they see examples of these strategies, they may implement them in their own teaching. This implied that this course helped the preservice teachers reflect on some of these aspects of pre-reading and helped the preservice teachers think about their own future pedagogical decision making and instructional

sequencing in order to help their future students glean as much as possible from any instruction of a literary text.

Reading comprehension. On another note, pre- and post-questionnaires demonstrated the one of the biggest concerns by the preservice teachers was that their students may not understand the literary texts they present to them. Thus, even after a semester-long literature course, preservice teachers still worried about students' ability to understand culturally authentic texts, and their ability to make such texts enjoyable for their students. This implies that preservice teachers may need their professors to purposefully connect content and pedagogy in ways that help them to see how to scaffold such texts so that they are easier for learners to enjoy and understand. This means that both literature and pedagogy professors who work with preservice teachers may benefit from purposeful collaborations in which they share strategies for integrating literary content and analysis with strategies for language development and student engagement. In like manner, in the future if there is ever a course like this again, it would be beneficial to the preservice teachers for the instructor to focus a portion of the course on how literature can be taught in the FL classroom in ways that are more comprehensible to language learners.

This study suggested that a literature course for preservice foreign language teachers provides a way for them to deepen their understanding of the importance of different pedagogical strategies such as: pre-reading and background knowledge. Through their own experience, the preservice teachers were able to see the value of these strategies as well as further understand what their future students may need in ways that appeared to influence their pedagogical decision-making about their future classes.

Preservice teacher reflection. One strong implication was that a course of this sort may support preservice teachers in reflecting more on pedagogical features of literature in the foreign language classroom. Through the different journal responses and through various course observations, the preservice teachers demonstrated that they were reflecting on their future career and what they could do in the future. Teacher reflection is important for pedagogical knowledge to continue to grow, therefore implying that courses of this sort may be highly beneficial for preservice teachers. The reflections may have helped preservice teachers to explicitly connect their own experiences to their future teaching practice in ways that they might not otherwise have done without the formal opportunities for reflection that the journals provided.

Findings also suggested that the preservice teachers were continuously reflecting about what literary texts they could and could not see themselves using in their future classrooms, thus implying that this may have helped them discover what type of literary texts they were most interested in and passionate about. Which means that a course like this one helps preservice teachers focus and reflect on the authentic texts they may use in the future and how to prepare to use them.

In one journal, one of the preservice teachers mentioned, *“As I reflected on my own feelings about the border and thought about how I treat others. I especially thought about the border and the border wall in context of the current political situation.”* Implying that as they reflected and thought of their own perspectives and others’ perspectives, they were learning the power of literature, which could affect their desire to use literature in the future and to aid future generations in reflecting as well. Thus, the ongoing reflection that this course encouraged the preservice teachers to engage in may have helped to grow their PCK and may have also given them a starting point for planning their own instruction and classroom lesson plans.

Additionally, the preservice teachers had to reflect on the pedagogical strategies when completing the journal entries that were part of the course. This reflection may have pushed the preservice teachers to see the texts they were reading in a more pedagogical light and to think about ways they could or could not use these texts in their future classrooms. This gives preservice teachers further resources for the future and could help them be more prepared.

Therefore, all of this implied that courses of this sort may be highly beneficial for preservice teachers. Their reflections may have helped them to explicitly connect their own experiences to their future teaching practice in ways that they might not otherwise have done without the formal opportunities for reflection that the journals provided.

Modeling. The findings demonstrated that some of the preservice teachers mentioned in multiple journal entries that they would use the same strategies or activities the professor had used in class, this implied that preservice teachers will look to their professors for an example of what to do in their future classes and for ideas. This means that courses similar to this one may be valuable because they give preservice teachers multiple examples and ideas for their future classrooms. Consequently, this implied again that it may be valuable for both literature and pedagogy professors who work with preservice teachers to collaborate in purposeful workshops in which they share strategies for integrating literary content and analysis with strategies for language development and student engagement. Which may help preservice teachers further as they look to their professors as models.

In summary, all of this suggests that a literature course for foreign language teachers may bring preservice teachers' attention to pedagogy that will benefit their future teaching. Because this course highlighted some pedagogical strategies and because there were discussions and workshops that focused on the pedagogical side of teaching literature in the foreign language

classroom, the preservice teachers reflected more on the pedagogical side of literature in their future classrooms. Findings implied that as this reflection occurred, preservice teachers' pedagogical content knowledge may have grown. Also, reflection seems to have helped the preservice teachers connect their experiences to future teaching practice and reflect about which texts to use or not. All suggesting that a literature course for language teachers could be highly beneficial.

Affect and personal relevance. Affect seemed to have played a role in the preservice teachers' pedagogical decision-making about the texts that were used that they felt they would use in their future classes. The preservice teachers seemed most interested in adopting for their own classroom texts that seemed easy, fun, enjoyable, or made them feel successful.

For most of the readings that were simple, the preservice teachers stated that they would use these texts because they were easy and fun. However, not all the comments about using certain texts were positive, of course, for example, *"I honestly wouldn't ever use this in a secondary classroom, as I would have zero confidence in my ability to understand or explain it."* However, this still suggests growth in their interest to use certain texts because they are learning what they enjoy and don't enjoy and where their personal abilities lie in what they feel they can and cannot use in the future. This implied that their interest in using literary texts was growing and their attitudes and feelings were changing. However, because preservice teachers may not see value in using culturally authentic texts that are not easy to comprehend instantly, one important implication is that they may need support in learning how to make such texts more accessible to learners. This support might include examples of how to scaffold such texts for learners. Such scaffolding might include ideas for formatting the text, examples of emotionally engaging pre-reading activities, and during reading strategies that help learners to re-read the text

in different ways and for different purposes in order to better comprehend it. Such activities may help preservice teachers to acquire a mindset of thinking that literature can be a lot of fun and have a lot of power, thus encouraging them to use it because it would help their students feel that too.

The fusion of content and pedagogy. Overall, the most considerable implication that emerged from this study is the importance of fusing the content (i.e., literature) and how to teach the content (i.e., pedagogy). In many instances, teacher preparation programs do not make the connection between the content and the pedagogy explicit for preservice teachers (Ball & Wilson, 1990; Wilbur, 2007). However, even when professors do provide great activities and examples, it can be difficult to understand how to replicate what they do. Therefore, explicit instruction may benefit future teachers in learning how to teach the content just like explicit instruction aids in other contexts (Marin & Halpern, 2011). Likewise, one of the biggest worries this study found the preservice teachers had was not understanding how to make texts comprehensible. This may be in large part because in preparation programs, preservice teachers read texts in upper level courses when their proficiency has reached high levels and they are fluent in the language. Consequently, teachers may not understand how to explicitly make that happen with students who are not at that level. Any authentic resource is going to be challenging to present in a way that students are engaged with it and learn from it, this is where the concern lies for preservice teachers. Therefore, the fusion of content and pedagogy, just like the fusion of any two different fields, is a powerful thing that can enhance the field and subside the concerns of FL teachers (Cochran, DeRuiter, & King, 1993; Tesser & Long, 2000). “In trying to understand each other’s cultures and establish a common vocabulary for communication, perhaps we will be able to educate future instructors in a way that benefits the entire profession - as well

as the students. We will be able to illustrate by our own dialogue that our fields are interconnected and both are richer through a healthy amount of cross training (Tesser & Long, 2000, p.611).

Limitations and Implications for Future Research

The three implications for future research that arose were: its small sample size, frequency of the journals, and a narrow focus on pedagogical strategies. First, one of the primary limitations of this study was its small sample size. Furthermore, not all the preservice teachers participated in the post-questionnaire. There were only 5 responses to the post questionnaire, however there were 10 participants in the study and all 10 did participate in the pre-questionnaire. This makes it difficult to generalize the findings from this study to other populations. Consequently, the field needs more studies that explore the primary issues raised by this study with a much larger sample size.

Another limitation was that the journals were done by the preservice teachers every two weeks, which meant that the last week's readings were more in their minds rather than those of the previous week, thus they mostly focused on what they had just read and the experiences they had just had when they were filling out their journals. This could mean that some information was lost that could have been important if the preservice teachers had been thinking more about both of the previous two weeks and not just the most current week. Therefore, in future research the participants could be asked to reflect more often, for example, weekly, as a way to continue the preservice teachers' thinking about using literature in their classrooms.

Another limitation may have been that there were only four workshops that focused on pedagogical aspects of teaching literature, and two of those workshops focused more on pre-

reading strategies. Therefore, the preservice teachers had more background knowledge on pre-reading strategies and how those could benefit their learning and their teaching than they did on during-reading and post-reading. In future courses it may be valuable for the preservice teachers to receive more instruction on pedagogical strategies to increase their reflection on the literature and the pedagogy.

Chapter 6: Conclusions

Foreign language (FL) teachers receive ample encouragement to use authentic resources in their classrooms. One of those authentic resources is literature, which can truly enhance the experience of FL students by bringing valuable teaching tools to the classrooms (Schofer, 1990; Villegas-Rogers & Medley, 1988; Kramsch & Nolden, 1994). There are many benefits that come with using literature in all levels of foreign language teaching. When literature is included in the classroom, learners are exposed to a contextualized way of seeing and using the language. In other words, it is more closely related to what students would see in a real-world setting with native speakers (Swaffar, 1985). Likewise, literature is more engaging and helps students increase in vocabulary, lexical and culture knowledge, as well as prepare them to be critical readers and use the language to express their thoughts and opinions (Gómez R., 2015). However, studies show that many teachers feel unprepared to teach literature in their classrooms (Haggstrom, 1992; Velez-Rendon, 2002; Graden, 1996). Therefore, further research regarding preparation for teaching literature in FL classrooms is beneficial in moving FL teacher preparation forward. This study was done in a university literature course for Spanish teachers and gave insight on the benefits that a preservice teacher preparation course of this sort could contribute to the preservice teachers.

The findings suggested that the preservice teachers grew in pedagogical content knowledge, literary content, resources and strategies, and felt an overall sense of preparedness to use literary sources in their future classrooms. The preservice teachers grew in pedagogical content knowledge, especially in the areas of pre- and during-reading, as they reflected in their journals about various aspects of the readings and their experiences in and out of the classroom. Additionally, the preservice teachers deepened their understanding of the literature and literary

analyses as the course instructor helped the preservice teachers expand their knowledge about the readings, the authors, numerous literary movements, and as the instructor helped them connect the literature to their own life. Through texts that were relevant and meaningful, the preservice teachers were able to engage themselves in various readings and find factors that seemed motivating for them to use literature in their future classrooms.

It was also found that the course instructor modeled a diverse array of strategies for preservice teachers that engaged them intellectually, emotionally, and socially. These strategies tended to serve three major purposes: 1) They made abstract concepts more concrete or personally relevant by asking learners to do something interactive. 2) They recontextualized the literary work in question to make it more accessible. 3) They developed critical thinking skills in the context of literature through interactive activities such as summarizing, synthesizing, and literary analysis. Therefore, the preservice teachers mentioned that these strategies helped them to understand the literature better, made class more enjoyable, and that as a result, they thought they were effective and wanted to try these strategies in their own classrooms.

The last finding was that the preservice teachers' feelings and attitudes had changed some from the beginning to the end of the course, mostly indicating that the preservice teachers felt positively and more prepared to use literature in their future language classrooms at the end of the course. Also, the preservice teachers' feelings and attitudes changed mostly as they found texts they enjoyed or that generated positive feelings within themselves. Therefore, overall the findings suggested that the preservice teachers seemed to feel more encouraged to use literature in their future classrooms, however, some of their concerns did not change from the beginning of the course to the end, such as their students not understanding the literature and the students not having enough proficiency to discuss the literature in the target language. Nonetheless, at the end

of the course they all mentioned feeling more prepared to use literature than they had been at the beginning. Those changes were based mostly on whether the preservice teachers enjoyed the texts or whether those texts had generated positive feelings for them.

This study suggested that a literature course for foreign language teachers brings the preservice teachers' attention to pedagogy that will benefit their future teaching of literary texts. It provides a way for the preservice teachers to deepen their understanding of the importance of different pedagogical strategies such as: pre-reading and background knowledge, while also providing a way for them to reflect more about the pedagogical side of teaching literature. As this reflection occurs, the preservice teachers may grow in pedagogical content knowledge which may affect their overall preparedness for classroom instruction. In like manner, a literature course for foreign language teachers may help the preservice teachers learn more about the type of texts they enjoy and wish to use in their future classrooms. These factors may have helped the preservice teachers to change and acquire a mindset of thinking that literature could be a fun and powerful tool to use in their classrooms.

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Appendix A: Pre- and Post-Questionnaires

Pre-Questionnaire

A. Demographics

1. What month were you born? _____
2. What day were you born? _____
3. What is your gender? _____
4. What is your major? _____
5. What is your minor? _____
6. Please rate your experience with teaching literature. 4= much experience 3= some experience
2= slight experience 1=no experience.
7. Please rate how prepared do you feel to teach literature to K-12 learners. 4= I feel very
prepared 3= I feel prepared 2= I feel slightly prepared 1= I do not feel prepared.

B. Likert Scale- Overall View of Literature and Authentic Resources

Rate the following statements as follows:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

- Literature is a key component of foreign language teaching in a K-12 setting.
- Reading in the target language is critical for K-12 foreign language learners.
- Authentic resources are very important in foreign language teaching.
- Literature provides a great resource for engaging students in target language communication.
- It is important to use pre-, during and post-reading strategies when teaching literature.
- I know I will use literature in my future classroom.
- Teaching literature to language learners is difficult.
- I feel confident in my ability to use literature in my future classroom.
- The primary goal in the FL classroom is to achieve oral proficiency, therefore, teaching literature will not help my students achieve this goal.
- Literature offers a meaningful context for teaching grammar and vocabulary.

C. Order the Statements- What worries you most?

Put the following statements in order of which one worries you most about teaching literature in a K-12 setting to which one worries you less.

- The students will not understand literature that they read in the target language.
 - There will be too many unknown vocabulary words.
 - Common literary selections are too complex for language students.
 - A foundational understanding of grammar is required first in order for students to understand literature.
 - Students do not have strong reading skills in their first language, so reading in the TL will be too difficult for them.
-
- I don't have enough literary knowledge to teach using literature.
 - I am not sure how to teach the cultural elements in the literature.
 - There are many cultural aspects included in literature that the students will not grasp.
 - I have no idea how to present a literary text.
 - I'm not sure how to engage students in meaningful discussions using the literature.
 - Students do not have enough proficiency to discuss in the target language about the literature they read.
-
- I am afraid that teaching literature will take time away from my ability to help learners acquire communicative language skills.
 - Common literary selections are too long for language students.

- I will not have time to teach grammar, culture, language and literature.
- It takes too much time to read literature in class and students are not capable of reading independently for homework.
- The students will be bored.

Summarize your worries about teaching literature to K-12 learners.

D. Open-Ended Questions

1. What do you think “teaching literature” in a K-12 setting typically looks like?
2. Do you think “teaching literature” at the university level differs teaching it in a k-12 setting? Please explain your answer.
3. What do you think are the pros and cons of using literature in a K-12 FL classroom?
4. What pre-reading strategies for teaching literature are you familiar with?
5. What during reading strategies for teaching literature are you familiar with?
6. What post-reading strategies for teaching literature are you familiar with?
7. Explain what you are hoping this class helps you to be able to do in your future classroom?

Post-Questionnaire

A. Demographics

1. What month were you born? _____
2. What day were you born? _____
3. What is your gender? _____
4. What is your major? _____
5. What is your minor? _____
6. Please rate your experience with teaching literature. 4= much experience 3= some experience
2= slight experience 1=no experience.
7. Please rate how prepared do you feel to teach literature to K-12 learners. 4= I feel very
prepared 3= I feel prepared 2= I feel slightly prepared 1= I do not feel prepared.

B. Likert Scale- Overall View of Literature and Authentic Resources

Rate the following statements as follows:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

- Literature is a key component of FL teaching in a K-12 setting.
- Reading in the TL is critical for K-12 FL learners.
- Authentic resources are very important in FL teaching.
- Literature provides a great resource for engaging students in TL communication.
- It is important to use pre-, during and post-reading strategies when teaching literature.
- I know I will use literature in my future classroom.
- Teaching literature to language learners is difficult.
- I feel confident in my ability to use literature in my future classroom.
- The primary goal in the FL classroom is to achieve oral proficiency, therefore, teaching literature will not help my students achieve this goal.
- Literature offers a meaningful context for teaching grammar and vocabulary.

C. Order the Statements- What worries you most?

Put the following statements in order of which one worries you most about teaching literature in a K-12 setting to which one worries you less.

- The students will not understand.
- There will be too many unknown vocabulary words.
- Common literary selections are too complex for language students.
- A foundational understanding of grammar is required first in order for students to understand literature.
- Students do not have strong reading skills in their first language, so reading in the TL will be too difficult for them.

- I don't have enough literary knowledge to teach using literature.
 - I am not sure how to teach the cultural elements in the literature.
 - There are many cultural aspects included in literature that the students will not grasp.
 - I have no idea how to present a literary text.
 - I'm not sure how to engage students in meaningful discussions using the literature.
 - Students do not have enough proficiency to discuss in the target language about the literature they read.
-
- I am afraid that teaching literature will take time away from my ability to help learners acquire communicative language skills.
 - Common literary selections are too long for language students.
 - I will not have time to teach grammar, culture, language and literature.
 - It takes too much time to read literature in class and students are not capable of reading independently for homework.
 - The students will be bored.
 - Other: _____

D. Open-Ended Questions

1. Do you think "teaching literature" at the university level differs from teaching it in a k-12 setting? If so, please explain how it differs.
2. What do you think are the pros and cons of using literature in a k-12 FL classroom?

3. Explain how prepared you feel to teach literature to K-12 learners after this course?
4. What pre-reading strategies for teaching literature are you familiar with?
5. What during reading strategies for teaching literature are you familiar with?
6. What post-reading strategies for teaching literature are you familiar with?
7. Was there anything else you saw in this class that you feel will help you in your future classroom?

Appendix B: Observation Protocol

Date:

Topic(s):

Texts Used:

PRE-READING	STRATEGIES USED	STUDENT QUESTIONS/ COMMENTS
Activate prior knowledge		
Capture students' attention and interest		
Develop schema		
Establish a purpose for reading		
	Total:	

DURING READING	STRATEGIES	STUDENT QUESTIONS/ COMMENTS
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Analyze text or genre		
Critically process the content/meaning of text		
Interpersonal communication about text		
Metacognitive strategies		
	Total:	

POST READING	STRATEGIES	STUDENT QUESTIONS/ COMMENTS
Analyze text		
Extend learning through application, creation, communication and evaluation		
Summarize, consolidate and organize information		
	Total:	

Appendix C: Journal Entries

1. What parts of the readings this week did you like or not like? Why?
2. What did you learn from these readings?
 - a. From the literary text.
 - b. From the class experience.
3. What did you do on your own to read this piece of literature critically? How could you help K-12 Spanish language students to read this piece critically?
4. What part of the readings was most difficult? Choose a category or add your own, then explain below why this part was difficult for you.
 - a. Class discussion
 - b. Cultural content
 - c. Historical context
 - d. Idiomatic expressions
 - e. Plot
 - f. Social issues discussed
 - g. Vocabulary
 - h. Other: _____

Explanation:

5. How was this work of literature approached in class? How was it taught? What strategies did the professor use to help you? Were those strategies helpful?

6. Would you use any of these readings in your K-12 classroom and if so, how?

7. Select what pre-, during, and post-reading strategies you would use if you were to use this reading as part of a lesson plan and explain how you would use them.
 - Pre-reading strategies:
 - a. Activities to teach important vocabulary
 - b. Brainstorming about topic
 - c. Discuss author and source of text
 - d. Make predictions about topic, content and plot
 - e. Reviewing important cultural information
 - f. Other: _____

 - Explanation of chosen activities and how you would use them:

